

DRAFT OAC Review Tool for Education and Training

Reviewers: The following criteria are from the Guidelines for Mental Health Services Act (MHSA) Education and Training. These criteria reflect principles and practices that OAC, DMH and many contributing stakeholders have identified as essential to expanding, developing and supporting California's mental health workforce to bring about the vision and priorities of the MHSA.

The Guidelines for MHSA Education and Training Plan Components identify fundamental concepts that **“combine to ensure that counties work with their communities to create culturally competent, client/family-driven mental health services and supports which are wellness-focused, support recovery and resilience, and which offer integrated experiences for clients and families. Each of the components submitted by the counties need to incorporate and reflect all of these concepts (Part I, p. 5).** The Guidelines also state, **“All county-administered workforce education and training programs and activities contained in counties' Workforce Education and Training Components...will be evaluated for their contribution toward the intent of the Act (Part I, p. 6).”**

Criterion
All proposed activities must meet the principles of the MHSA (Part III, p. 20 and various other Guidelines references, for example, Part III, pp, 19, 31, 40, 42)

Criterion

Provides inclusive stakeholder planning process (MHSA Part 4.5, 5892c) that continually augments and strengthens what is already in place (Guidelines Part II, p. 7)

- Planning process should develop an informed constituency, while continually reaching out to broaden diversity and expertise. It should focus upon getting additional input from any stakeholders who have experience, interest, or expertise in this subject, including both those stakeholders who are new to the community program planning process, and those who participated in planning for the CSS component...It is recognized that workforce issues may draw upon expertise outside of the more formal MHSA planning processes (Guidelines, Part II, p. 7).
- Stakeholder representatives invited and encouraged to participate should include program administrators, training and line staff from the county and from community-based organizations providing mental health services, to include those organizations representing unserved, underserved, immigrant, Native American, and rural and urban communities; individuals with client and family member experience; representatives who can speak to workforce diversity needs and solutions, to include organizations representing underserved racial/ethnic communities, those who identify themselves as gay, lesbian, bisexual, and or transgender, children, youth, older adults, and urban and rural communities; educational entities to include high schools, adult education, regional occupational programs, community colleges, universities, private schools, trainers, consultants and professional organizations; community partners who assist in the delivery of mental health services, such as social services, behavioral health, and vocational rehabilitation services (Part II, pp. 7-8).
- Consistent with Section 3315 of the California Code of Regulations, prior to a county submitting their Three-Year Program and Expenditure Plan, any of the components of the Plan or annual updates to the approved Plan a county shall conduct a local review process that includes: a) A 30-day public comment period...Documentation will include a description of the methods used to circulate a copy of the Plan or component of the Plan for the purpose of public comment; b) Documentation that a public hearing was held by the local mental health board/commission, including the date of the hearing; c) A summary and analysis of any substantive recommendations; d) A description of any substantive changes made to the Plan, component of the Plan or annual update that was circulated. Counties are to incorporate the above local review process requirements as part of the development and submission of their Workforce Education and Training components (Guidelines Part II, p. 8).

Contributes to a developing and maintaining a culturally competent workforce (MHSA 3c, p. 2; Section 5, 5878.1a, p. 3; Section 8, 3.1, 5822, i, p. 6; Guidelines Part I, p. 4)

- Workforce development and education and training needs include addressing shortages in occupations, skill sets, and individuals with unique cultural and linguistic competence in urban and rural county mental health programs and private organizations providing services in the public mental health system (Guidelines Part I, p. 4).
- These fundamental concepts are essential elements for all components of the Plan:...Cultural Competence:...Staff, contractors, and other individuals who deliver services are trained to understand and effectively address the needs and values of the particular racial/ethnic, cultural, and/or linguistic population and community they serve (Guidelines Part I , pp. 4-5).

Criterion

Contributes to development of a diverse workforce (MHSA 8, 3.1, 5822, d, p. 6)

- These fundamental concepts are essential elements for all components of the Plan:…Cultural Competence:…Development and implementation of recruitment, retention, and promotion strategies for providing equal employment opportunities to administrators, service providers and others involved in service delivery who share the diverse racial/ethnic, cultural and linguistic characteristics of individuals with severe mental illness/emotional disturbance in the community… Each of the components submitted by the counties need to incorporate and reflect all of these concepts (Guidelines Part I, pp. 4-5).

Promotes meaningful employment in the public mental health system of individuals with experience as mental health clients and their family members (MHSA Section 8, Part 3.1, 5822g)

- All county-administered workforce education and training programs and activities contained in counties’ Workforce Education and Training Components will be consistent with [listed] workforce strategies, [including] development of strategies for the employment of individuals with mental health client and family member experience in the Public Mental Health System;…development of strategies for the meaningful inclusion of individuals with mental health client and family member experience (Part I, p. 6).
- Funded training and education programs utilize clients and family members in developing curricula and as trainers (Guidelines Part III, p. 26)

Contributes to a workforce with the skills to promote and support wellness, recovery and resilience (MHSA 2e, p. 1; 7, 5813.5, d, p. 5)

- These fundamental concepts are essential elements for all components of the Plan:…Wellness, recovery, and resilience…support of a person with a mental health problem to live a meaningful life in a community of his or her choice while striving to achieve his or her full potential… Each of the components submitted by the counties need to incorporate and reflect all of these concepts (Guidelines Part I, pp. 4-5)

Contributes to a workforce with the skills to practice consistent with a client- and family-driven mental health system (MHSA 2e, p. 1)

- These fundamental concepts are essential elements for all components of the Plan:…Client/Family-driven mental health system: Clients and families of children and youth have the primary decision-making role in identifying client needs, and a shared decision-making role in deterring the services and supports that are most effective and helpful… Each of the components submitted by the counties need to incorporate and reflect all of these concepts (Guidelines Part I, pp. 4-5)

Criterion

Contributes to a workforce with the skills to provide clients with an integrated service experience (MHSA 3c)

- These fundamental concepts are essential elements for all components of the Plan:…Integrated service experience: The client and, when appropriate, the client’s family, is provided access to a full range of services provided by multiple agencies, programs, and funding sources in a comprehensive and coordinated manner…. Each of the components submitted by the counties need to incorporate and reflect all of these concepts (Guidelines Part I, pp. 4-5)

Contributes to a workforce that contributes to community collaboration

- These fundamental concepts are essential elements for all components of the Plan:…Community collaboration: Clients and their families receiving services, agencies, organizations, businesses, and other community members work together to share information and resources in order to fulfill a shared vision and goals….Each of the components submitted by the counties need to incorporate and reflect all of these concepts (Guidelines Part I, p. 4-5)

Includes community-based organizations in Education and Training Plan Component (MHSA Section 8, Part 3.1, 5820b)

- Includes current and prospective employees and…community-based organizations and individuals and entities who contract or volunteer in the public mental health system (Guidelines Part III, p. 19)

Each proposed Action addresses a need surfaced in their…Workforce Needs Assessment (Guidelines Part III, p. 19) and county ensures that ongoing stakeholder committees and/or key stakeholders are involved regarding recommendations for this component (Guidelines Part II, p. 7).

Education and Training Plan Component describes a defensible methodology for projecting…a set of estimated data in order to quantify the differences between the capacity of staff and client need…for the purposes of planning and allocation of resources (Guidelines Part III, p. 11).

Includes trainers and training methods with a proven track record of success (Guidelines Part III, p. 27)

Reported use of planning and early implementation funds is consistent with Planning and Early Implementation funding request (refer to previous application for Planning and Early Implementation funds; no specific reference in Guidelines)

This is training and education that leads to measurable, values-driven outcomes (Guidelines Part I, p. 4)

Other comments: